

Arizona's Turnaround Challenge: Lessons Learned

SECC Annual Forum

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Outcomes

Attendees will become familiar with:

- Arizona's State and Federal Accountability Systems
- Statewide System of Support
- State Intervention: School and District



**TWO KEY PIECES TO THE
ACCOUNTABILITY
PUZZLE IN ARIZONA:**



State and Federal Accountability Systems

COMPONENTS OF SCHOOL ACCOUNTABILITY IN ARIZONA

NCLB

- Required by federal law
- One-year snapshot of student performance

AZ LEARNS

- Required by state law
- Longitudinal examination of student performance



State and Federal Accountability Systems ~ continued

COMPONENTS OF SCHOOL ACCOUNTABILITY IN ARIZONA

NCLB

Components of evaluation:

- AIMS Scores
- Percent students assessed
- Attendance/graduation rates

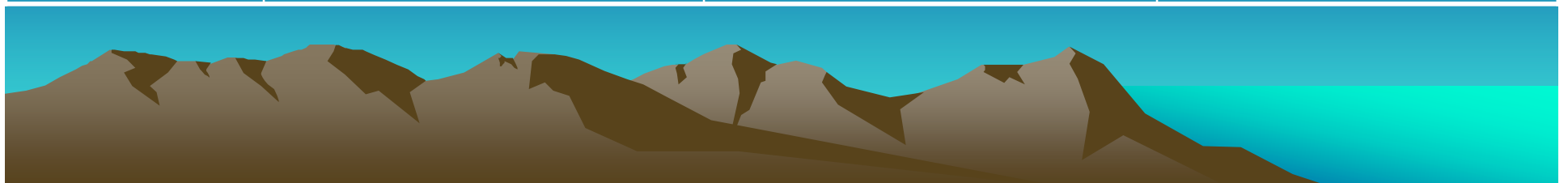
AZ LEARNS

Components of evaluation:

- AIMS Score
- Measure of Academic progress (MAP)
- Graduation/dropout rates
- Adequate Yearly Progress (AYP)
- English Language Learner (ELL) data

Guiding Principles for School/LEA Support

	AZ LEARNS	NCLB - School	NCLB - LEA
Prevention	Excelling Highly Performing Performing	Met AYP Warning	Met AYP
Assistance	Underperforming-Year 1 Underperforming- Year 2	Improvement Year 1 Improvement Year 2	Improvement Year 1 Improvement Year 2
Intervention	Underperforming-Year 3 (Failing)	Corrective Action- Year 3 Restructuring Planning-Year 4 Restructuring Implementation- Year 5	Corrective Action- Yr. 3 Corrective Action II-Yr. 4



Standards and Rubrics for School Improvement

<http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>



Standards and Rubrics for LEA Improvement

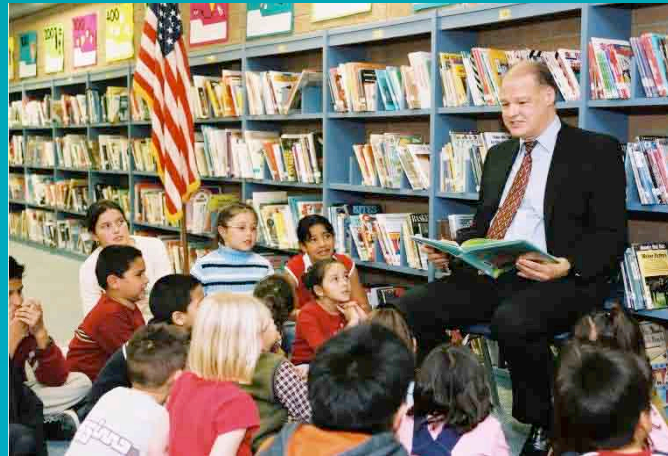
<http://www.ade.az.gov/asd/Title1/AccountabilityGrants/2007StandardsandRubricsforLEAImprovement.pdf>

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Leadership

Resource
Management

LEA
Assessments



Curriculum,
Instruction, and
Professional
Development

Culture,
Climate, and
Communication

STANDARDS AND RUBRICS FOR
LOCAL EDUCATION AGENCY IMPROVEMENT

2007 EDITION

Chronology

2003–2004	School Effectiveness Division established 81 schools at Underperforming -Year 2 Solutions Teams deployed
End of 2003–2004	Only 11 remained UP, moved to failing
2005–2006	9 of 11 schools exited intervention
2006–2007	2 of the original schools remain; 3 new schools
2007–2008	9 new schools (4 from one district)








Arizona Achievement Profiles

	2006		2007	
<i>Label</i>	<i># of Schools</i>	<i>% of Total</i>	<i># of Schools</i>	<i>% of Total</i>
<i>Excelling</i>	320	16.3%	386	20.0%
<i>Highly Performing</i>	235	12.0%	230	11.9%
<i>Performing Plus</i>	670	34.1%	449	23.3%
<i>Performing</i>	609	31.0%	697	36.2%
<i>Underperforming</i>	123	6.3%	148	7.7%
<i>Failing</i>	8	0.4%	17	0.9%
<i>Total</i>	1965	100%	1927	100%



Purpose of Site Visit

To collect information to determine if (ARS §15-241.U):

-  The school has properly implemented its school improvement plan
-  The school curriculum is aligned with Arizona Academic Standards
-  The school provides teacher training/professional development
-  The school has prioritized its budget to support school improvement
-  The school provides other proven strategies to improve academic performance

Site Visit Activities

- Staff meeting presentation and online teacher survey
- School administration interview
- School tour
- District leadership interview
- Teacher focus group interviews
- Support staff focus group interview
- Walkthrough classroom visits
- Community town hall presentation
- Online parent surveys



Primary Interventions

- **Arizona Desert-Gadsden Elementary School District**
 - ADE to monitor and assist district and school leadership; Principal to work collaboratively with district to maintain and/or replace teachers and staff as needed (i.e., highly qualified teacher compliance, grade level teaming needs)
- **Craycroft Elementary-Sunnyside Unified School District**
 - Place a Turnaround Principal; replace some teachers at the discretion of the Turnaround Principal; District Superintendent shall transfer the teachers necessary to facilitate the school improvement process
- **El Mirage Elementary-Dysart Unified School District**
 - Place a Turnaround Principal



Primary Interventions

- **Many Farms-Chinle Unified School District**
 - Place a Mentor Principal; school and ADE work collaboratively to select an internal full time teacher on assignment to assist principal with school management.
- **Van Buskirk Elementary-Tucson Unified School District**
 - Current principal to attend turnaround principal training with TUSD team: Assistant Principal and TUSD mentor principal; after revision of ASIP, district to support the principal's recommendations for staff changes.



State Findings for Underperforming and Failing Schools

- Lack of leadership at school and/or district level
- Lack of knowledge/understanding of data driven instruction and effective teaching strategies
- Lack of understanding regarding the writing and implementation of the School Improvement Plan
- Lack of parental/community outreach and involvement



Primary Interventions

1. Continued implementation of the School Improvement Plan
2. Assigning a Mentor Principal
3. Assigning a Turnaround Principal
4. Assigning an ATLAS Teacher
5. Restructuring the school through an outside agency
6. Other



HB 2711

Academic Receivership

- **If 50% of schools in the district are underperforming and at least one school is designated failing**
- **Defines “systemic educational mismanagement” to mean that the school district failed to ensure that a school or schools in the school district properly implemented their school improvement plan or plans**



Appointment of Turnaround Superintendent

- Term of 3 years
- Defines “superintendent” as the chief executive officer of the school district
- Review and investigate the school district’s educational affairs
- Reports to State Board and ADE



Appointment of Turnaround Superintendent

➤ Duties and powers:

- a) Overriding any school district governing board decisions on management, operation, curriculum, and instruction
- b) Initiation and decision-making concerning the management and operation of the school district
- c) Hiring or termination of personnel
- d) Cancellation of existing employment contracts, to the extent permitted by law
- e) Refusal to reemploy any certificated teacher who has not been employed for more than a majority of 3 consecutive school years



Where are we now?

Questions and Discussion

